DOCUMENT RESUME

ED 462 456 UD 032 034

AUTHOR Weinbaum, Alexandra; Gregory, Lynn; Wilkie, Alex; Hirsch, Lesley; Fancsali, Cheri

TITLE Expeditionary Learning Outward Bound. Summary Report.

INSTITUTION Academy for Educational Development, Inc., New York, NY.
PUB DATE 1996-00-00
NOTE 46p.
PUB TYPE Reports - Evaluative (142)
EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS Academic Achievement; *Curriculum Development; Educational Assessment; Educational Change; Elementary Secondary Education; *Experiential Learning; Immigrants; Minority Groups; Professional Development; Program Evaluation; Program Implementation; *School Restructuring; Teaching Methods; *Urban Schools

IDENTIFIERS *Expeditionary Learning Outward Bound; *Outward Bound

ABSTRACT

This report describes the Expeditionary Learning Outward Bound Project (ELOB), a 3-year project launched by Outward Bound USA in 1992 with a grant from the New American Schools Development Corporation. The major goal of the ELOB was to develop new schools or transform existing ones into centers of expeditionary learning, in which learning would take place through expeditions, "journeys into the unknown," with teachers as guides as students explore questions of importance and meaning. ELOB schools were characterized by design principles including emphasis on character and academic development and by program components that included transformations in: (1) scheduling and school organization; (2) teacher-student relationships; (3) curriculum; (4) professional development; and (5) assessment. Ten schools participated in the ELOB initiative: four elementary, one middle, one K-8, one K-12, one regional vocational center, and one alternative high school. Schools were located in Boston (Massachusetts), Denver (Colorado), Dubuque (Illinois), New York City, and Portland (Maine). In 1993-94, approximately 5,400 students, 39% of whom were students of color, were enrolled in ELOB schools, which included inner-city schools in high-poverty areas. The program evaluation, which included teacher and student surveys and case studies in five schools, found significant changes in curriculum and teaching in all schools accompanied by positive changes in student achievement with significant increases in standardized test scores and demonstrable social and academic growth. Students from poor, immigrant, and minority backgrounds fared well in all schools. Teachers experienced enhancement of their professional standing, in part because of their central roles in the restructuring. Four appendixes describe some changes and present school profiles. (Contains 11 references.) (SLD)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 462 456

EXPEDITIONARY LEARNING OUTWARD BOUND

SUMMARY REPORT

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Elayne Archer
AED

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Academy for Educational Development, Inc.
New York, NY 10011

1996

UD032034

AED •

Academy for Educational Development

BEST COPY AVAILABLE

EXPEDITIONARY LEARNING
OUTWARD BOUND

SUMMARY REPORT

Academy for Educational Development, Inc.

1996

TABLE OF CONTENTS

Acknowledgments

Introduction 1

The Expeditionary Learning Outward Bound Project 4

The ELOB Evaluation 11

Endnotes 20

References 21

Appendices

- Selected Expeditions 1994-95
- Professional development activities teachers participated in (summer 1994 and spring 1995)
- School change charts
- ELOB School Profiles

ACKNOWLEDGMENTS

The following report is based on the final evaluation of the Expeditionary Learning Outward Bound project by the Academy for Educational Development (AED). The evaluation report represents the work of many people. The primary authors are Alexandra Weinbaum, project director; Lynn Gregory, coordinator of qualitative research; Alex Wilkie, site visitor; and Lesley Hirsch and Cheri Fancsali, research associates. The ethnographers, Rebecca Christian, Lisa Downing, Rick Gordon and Jeannie Hamrin, all contributed significantly to the writing of the report as did Vernay Mitchell, director of the ethnographic unit at AED. Cheri Fancsali and Lisa Downing analyzed all the survey data included in this report. Lesley Hirsch analyzed all the student status and outcome data; Wanda Dallas prepared the tables; Al Reynolds prepared the charts; and Aurelia Enache produced the report. This summary report was written by Elayne Archer, coordinator of dissemination and communication in the AED New York office, and produced by Aurelia Enache.

AED would like to thank all the schools for welcoming our site visitors and ethnographers and for graciously hosting our visits, supplying us with materials and documentation on their programs, and distributing and sending back surveys. The schools include:

Boston	Rafael Hernandez School (Principal: Margarita Muñiz)
Denver	Rocky Mountain School of Expeditionary Learning (Lead teachers: Phil Gonring and Deb Graham)
Dubuque	Bryant, Lincoln and Table Mound Elementary Schools (Principals: Lesley Stephens, Deborah Otto, and Kris Hall) Central Alternative High School (Principal: David Olson)
New York City	School for the Physical City An Expeditionary Learning Center (Principal: Mark Weiss)
Portland	Jack Elementary School (Principal: Myrt Collins) King Middle School (Principal: Michael McCarthy) Portland Arts and Technology High School (Principal: Cal Chaplin)

We especially want to thank all the teachers in the 10 Expeditionary Learning Outward Bound (ELOB) schools who thoughtfully filled out lengthy documentation forms and spent time with AED site visitors and ethnographers describing and reflecting on how ELOB design principles and components were implemented in their schools. Parents graciously agreed to meet with AED site visitors and shared their views, as did partners in the schools, representatives from Outward Bound centers, district staff, and others. We especially want to acknowledge the friendliness and openness of ELOB students who shared thoughts on their schools in focus groups, surveys, and interviews with site visitors and ethnographers.

The ELOB design team and staff have been supportive of AED's work throughout the evaluation, supplying us with documentation materials and otherwise providing us with needed background information and enriching our understanding of the project as a whole.

INTRODUCTION

This report describes the Expeditionary Learning Outward Bound Project (ELOB), a three-year project launched by Outward Bound (OB) USA in 1992 with a grant from the New American Schools Development Corporation as part of its mission to transform American schooling. ELOB's major goal was to develop new schools or transform existing ones into centers of "expeditionary learning," where learning would take place through participation in expeditions. Expeditions are "journeys into the unknown," in which teachers act as expedition guides and students explore questions of importance and meaning, while developing their "curiosity, skills, knowledge, and courage."[1]

By transforming schools into centers of expeditionary learning, the project proposed to change existing schools and schooling in three ways:

- By putting students' learning and character development together at the pinnacle of schools' hierarchy of values
- By requiring the complete reorganization of time, space, and relationships among persons, across disciplines, between persons and learning technology, and between the school and community to maximize opportunities for learning
- By holding high expectations for all students' character development and academic achievement, as manifested in student demonstrations at critical transition points in their schooling[2]

During the initial year of the project, a design team developed 10 design principles and five program components that would characterize ELOB schools. The design principles included an emphasis on both character and academic development; social commitment, vision, and service; cooperation rather than competition; the importance of caring and intimacy, solitude and reflection, and success and failure as means to and conditions for learning; respect for nature and the environment; diversity and inclusivity in the classroom; and creating conditions in schools for all students to discover and construct meaning.[3]

In addition to the 10 design principles, ELOB required that schools restructure in order to support a community of learners engaged in expeditions. They proposed transformations in scheduling and school organization, teacher-student relationships, curriculum, professional development, and assessment. ELOB schools were also required to eliminate student tracking, establish multi-year teaching, and create linkages with community organizations to support children and their families. In terms of budget, after a transition period of three to five years, ELOB schools were not to exceed significantly the amounts already allocated to other schools in their districts.

A total of 10 schools participated in the ELOB initiative for two years: four elementary; one middle; one K-8; one 6-12; one K-12; one regional vocational center; and one alternative high school.[4] These schools were located in Boston, Denver, Dubuque, New York City, and Portland, Maine. Among these were inner-city schools with predominantly poor populations, as well as schools with more diverse racial/ethnic and socioeconomic mixes. In 1993-94, approximately 5,400 students enrolled in ELOB classrooms, of whom 39 percent were students of color, and 52 percent were eligible for free or reduced-price lunch (see Tables 1, 2, 3 and 4 at the back of this report). In 1994-95, approximately 3,800 students enrolled in ELOB classrooms, of whom 19 percent were students of color, and 47 percent were eligible for free or reduced-price lunch. Four schools served entirely English-speaking students, and six served some students who primarily spoke a language other than English. The appendix contains brief descriptions of ELOB schools.

ELOB SCHOOLS

Boston, Massachusetts
Rafael Hernandez School

Denver, Colorado
Rocky Mountain School of Expeditionary Learning

Dubuque, Iowa
Bryant Elementary School
Lincoln Elementary School
Table Mound Elementary School
Central Alternative High School

New York, New York
School for the Physical City An Expeditionary Learning Center

Portland, Maine
Jack Elementary School
Portland Arts and Technology High School
King Middle School

Participating schools implemented ELOB principles and components in different ways. Some "transformed" and became ELOB schools totally during the first year of the project; others "phased in" ELOB approaches and principles in selected classes or houses over two years. The four participating schools in Dubuque chose to implement ELOB in all classes; the four schools in Boston and Portland phased in ELOB in selected grades. In addition, in New York City and Denver, two new schools were specifically created as part of the ELOB project.

ELOB Evaluation

In September 1993, the Academy for Educational Development (AED), a nonprofit educational evaluation and technical assistance organization, with offices in Washington, D. C. and New York City, began an evaluation of the ELOB project. Our evaluation was to examine how ELOB was implemented at participating schools, how schools changed as a result of ELOB, and how students fared in these schools. Evaluation strategies included surveys of teachers and students, interviews of school and district staff, student focus groups, site visits, and case studies of participating students. In addition local ethnographers conducted research in five participating schools (one in each city), including the student case studies. The evaluation findings are discussed in detail later in this report and are summarized in the box below.

SUMMARY OF EVALUATION FINDINGS

The evaluation concluded that:

- All participating schools made significant changes in the following: their **curriculum and teaching** through the design and implementation of interdisciplinary learning expeditions; in the **relationships** among students and teachers, among teachers, between parents and school staff, and between school leaders and teachers; and in their **school organization**.
- There were **positive student outcomes** in all schools as evidenced by surveys of sixth and ninth graders over two years that measured student engagement in learning, bonding to the school, and student perceptions of the implementation of expeditionary learning approaches in their schools.
- Cohorts of students who were tracked over three years in several grade levels at each school demonstrated **significant increases in standardized test scores** in reading and math.
- The majority of case-study students demonstrated **social and academic growth** over the two years during which they were interviewed and observed; parents of these students and the students themselves identified specific aspects of their schools and expeditionary learning approaches that helped them do well in and like school.
- Teachers experienced an **enhancement of their professional standing,** partially as a result of their central role in the initiative.

Organization of This Report

The rest of this report is divided into two parts. The first describes the ELOB project—in particular the central role of teachers in the initiative and the nature of learning expeditions. The second describes the three-year evaluation process and findings about the implementation of ELOB in participating schools; the major changes in teaching, relationships, and organization in ELOB schools; and students outcomes (changes in student engagement in learning and school membership; how case-study students fared in ELOB schools; and student status and achievement data). Quotes illustrating the responses of teachers, students, and parents participating in ELOB are contained in the text and in boxes throughout the report.

THE EXPEDITIONARY LEARNING OUTWARD BOUND PROJECT

The Centrality of Teachers

> ***As a first-year teacher, this is an exciting program to begin my career with. It allows for creativity, real-life experiences and emotion!*** [ELOB teacher]

Teachers are the driving force in the ELOB initiative, and, in this respect, the project differed from many school reform efforts. Initially it was planned that curriculum writers would create expeditions for teachers in participating schools. However, during the design year, ELOB planners decided to have teachers, rather than curriculum experts, develop the curriculum, thus making them responsible for creating an "expeditionary" culture in their schools or classes. Placing teachers at the center of the ELOB initiative focused professional development on supporting teachers as learners. ELOB professional development opportunities aimed to "transform" teachers' experience of learning and foster their ability to translate these new approaches to learning into the classroom in new and exciting ways.

ELOB professional development had many formats, offering multiple opportunities for staff in ELOB schools to work with each other and to network with ELOB teachers around the country; observe teaching in other schools; and plan and refine expeditions. It also offered them the opportunity in "summits" to participate in expeditions in the same way that their students did and experience the possibilities for academically rigorous, interdisciplinary experiential learning. These summits focused on such topics as "Rocks, Rivers, and Caves" and on Cherokee history (the "Treaty of New Echota" Summit). ELOB professional development was highly experiential. It sought to change teachers' views of teaching and of their role in the classroom, helping them become facilitators of learning rather than dispensers of knowledge. The box below contains a list of the various ELOB professional development activities.

ELOB Professional Development Activities

- Summer planning institutes of 5 to 10 days
- Afterschool planning sessions
- Planning days conducted outside the school
- Mini-sabbaticals (teachers from the same grade level worked with teachers from other schools for several days)
- Week-long summits providing immersion in a discipline or topic
- "Sharing days" (representatives from ELOB schools networked with colleagues and visited schools)
- Workshops on special topics, such as authentic assessment
- Visits to cities/schools within the ELOB network
- Visits by master teachers
- Leadership development forums for principals and other school leaders
- OB expeditions specifically designed for educators

Most teachers participated in ELOB professional development activities from 10-20 days a year. The appendix contains a table showing the number of teachers who participated in ELOB professional development activities during the 1994-95 school year.) As can be seen from the box, the highest percentage of teachers participated in the summer planning institutes (80%), followed by the "sharing days" (74%) and the mini-sabbaticals and other planning days (71%).

What Teachers Say About ELOB Professional Development

The summit (Rocks, Rivers and Caves) was one of the most profound development experiences I have ever had. It afforded me a wealth of knowledge in the subject area, invaluable ideas for activities with students, and personal challenges encouraging personal growth and modeling of a "holistic" approach to education. Most significant was the level of confidence and excitement I felt when I translated it to my own expeditions. It was truly a joy to teach and consequently enormously successful.

[Middle-grades teacher]

The mini-sabbaticals and the summer institutes where regular education and special education teachers collaborate together have been the most valuable staff development activities. These have helped me stay current on what expeditions are being taught, which ones are being developed, and what content I can reinforce in special education.

[Special education, elementary teacher]

Intense involvement in subject matter I was later going to teach helped me the most. It helped me reflect on issues relevant to teaching about Native Americans. The methodology of the summit also helped to create more effective components on the Native American encounter with Europeans.

[Elementary teacher]

Learning Expeditions

> ***As for my expedition on dinosaurs, my students absolutely "ran with it!" They will be crushed when it is over. Their knowledge of this era could easily rival any adult's!*** [Elementary teacher]
>
> ***There was so much overlap between the disciplines that students were asking, "Is this science, math, or reading?"*** [Elementary teacher]

Learning expeditions are the major vehicle for teaching and learning in ELOB schools. Expeditions entail experiential interdisciplinary approaches to teaching and learning that are based on a set of guiding questions. They include one or more major projects and are characterized by active learning; demonstrations of learning in a variety of formats; extensive use of community resources (libraries, museums, experts) to enhance and support the learning experience; and an emphasis on character development—through a focus on how students work with one another and through community service. This community service can sometimes be the major outcome/product of the expedition—for example, in one school students created two-dimensional and three-dimensional models for the use of vacant land in a community.

Besides helping students develop academic skills, expeditions help them develop social and life skills, as well as explore contemporary social issues or community needs and the connections between family and school. Expeditions vary greatly in their time-span, with some lasting a whole year or semester, and the majority lasting at least three months. They also vary widely in the amount of time devoted to them during the school day. Typically, students spend a portion of each day, with more time devoted to the expedition as it progresses and as projects are being completed. They result in a wide variety of products and provide students with multiple avenues for exhibiting learning.

Most expeditions are interdisciplinary and foster a variety of student academic and nonacademic skills. Teachers develop them with an eye to meeting city or state requirements and engaging students in topics and issues that are relevant and important to them. The most common areas into which over half of the expeditions designed under the ELOB project fall are science and social studies, followed by expeditions focusing on community/family issues, and life and social skills. However, in each expedition a variety of disciplines are used in addressing the guiding questions.

In science the range of topics covered by expeditions was great: insects, the oceans, rivers, the rain forest, pond and plant life, dinosaurs, the human body, electricity, the stars, mountains, reptiles, weather, mammals, and rockets. In social studies, expeditions focused on Native Americans; local and state history; journeys (the journey westward, and pilgrims); the Civil War; and twentieth century issues (civil rights, anti-Semitism, urban renewal, and the environment).

Some expeditions addressed pressing social issues. In one middle school, the expedition, *Change: Inside and Out,* explored social change movements and personal change. It explored the Reconstruction era, the civil rights movement, social activism today, and students' personal approach to change. Students chose social issues and activists that they wanted to learn more about. One group selected the issue of homelessness and visited an organization that advocated for the homeless. These visits were tied to service to the community; among other things, students silk-screened blankets and distributed them to homeless people. The culminating activity of this expedition was an awards evening in which students selected a social activist to receive an award, interviewed that person, and presented him or her with an award.

Several expeditions focused on practical or social issues confronting communities or schools. For example, in one school, the upcoming move to a facility prompted a focus on designing the space for the school. Students in a middle school developed designs and architectural plans for a new aquarium for their community in the expedition *Dream On*. In another grade in the same middle school, students developed a guide to their local community through mapping and investigating it in the expedition *Urban Orienteering: The Asphalt Jungle*. The high point of the expedition was a scavenger hunt in which small groups of students went in search of historic sites and businesses. In a fifth-grade expedition—*Have You Heard the News?*—students investigated the proposed budget cuts for education in their city. The superintendent and chair of the school committee came to the school to answer students' questions. After researching the issues, students wrote letters to city council members and staged a mock hearing on the budget, taking the positions of various stakeholders.

Some expeditions focused on family life and cultural heritage. In one school, in an expedition entitled *Packed with Memories*, primary students researched grandparents or other older adults, conducted interviews and developed books on their family traditions. Some expeditions were designed to help students gain life and social skills. Such expeditions helped students in kindergarten adjust to school (*Getting Together*) and older students adjust to a new middle or high school (*Launch Your Dream*); they also helped students make healthy choices (*Healthy Choices*); develop study skills; think about future goals (*Looking to the Future*); understand physical and mental fitness (*You At Your Best*); develop powers of persuasion; and understand the community and the individual's role in it (*Better Together*). Some expeditions involved students in community service in their schools or in their local communities: for example, fifth graders teaching younger students about magnets or high schoolers designing a plan for a park on school property.

Two expeditions were designed specifically to address the needs of special groups of students. In one special-needs students wrote letters to parents or other significant adults discussing their strengths, needs, and goals. Students then shared these letters in the classroom with their adults, who offered support to students in framing goals and carrying out other projects related to the expedition. Vocational teachers also designed expeditions to address the curriculum in their particular areas—for example, hospitality and food service and fashion merchandising. These expeditions included projects that involved students in reading, writing, researching, and demonstrating knowledge in ways closely related to future work: for example, preparing a Thanksgiving meal for the school, opening a restaurant, writing a manual on baking a pie, and producing a fashion show (including researching the history of fashion). In one vocational expedition, students researched land use in their community and, through consultation with experts and community members, developed a design and model for a local park.

Guiding Questions

Most expeditions are designed around guiding questions, which shape the content of the expedition. Some questions are conceived during the design of the expedition, and some evolve as it progresses. Guiding questions are geared specifically to the age/grade level of students involved. For example, a second-grade expedition, *A Walk Through Our Neighborhood*, had as its major guiding questions, What is a neighborhood? What businesses and services are important? What are the responsibilities of citizens to make a neighborhood prosper? An expedition designed for grades 3-6, *Journeys (Pilgrims: Past, Present and Future)*, focused on the journey from England to North America and asked the guiding questions Why do people journey? Are the reasons the same historically? What tools and technologies influence journeys?

One expedition for grades 1-2, *Moments in Time*, focused on the importance of memories and addressed such questions as Why is it important

that people share memories? How do people record memories? What does one remember most? Similar goals were also attempted in a third-grade expedition, *Kaleidoscope of Family and Community Ties*, which asked such questions as How are we alike and different? How can our classroom function like a family? How is our school like a family? A high school expedition, *All the World's a Stage*, focused on a study of theater and drama and asked the guiding questions, What are the elements of drama? How can a drama be shared? What role does the audience play in the growth of a writer? A sixth-grade expedition on ancient history, *Blast to the Past*, posed the questions, How does the past relate to the present? How has the past influenced our lives today? The expedition, *Pioneers*, was developed for ninth and tenth graders who were preparing to move to a new school building; it focused on the questions: What is a pioneer? What are the qualities of pioneers? What does it feel like to be the "first" to do something? In one high school, the expedition *Shapes* focused on mathematical concepts. One of the goals of the expedition was to develop students' capacity to explain mathematical concepts to younger children. The guiding questions were What do volume, area, surface area, and measurement mean? How do you teach this to first graders? How will you assess what they understand? Students visited a first-grade class each week, and the final product was the development of books appropriate for first graders.

In an ESOL classroom of multilingual students, an expedition for grades 6-8, *The Refugee Experience*, focused on the history and culture of Africa. It was designed to address the experiences of many students in the class who were refugees. Questions included What is a meaningful way for our students to learn about and reflect upon their experiences of change within the refugee context? What is common among all refugees? What is a meaningful way for our students to share their stories with mainstream students and the community?

In 1994-95, teachers carried out 170 learning expeditions—most of them entailing an interdisciplinary focus, guiding questions, student projects, multiple opportunities to demonstrate learning, and public exhibitions of student work. The appendix of this report contains a list of expeditions, the grades in which they were used, the time-span involved, the leading questions that guided them, and the products created.

Expeditions lead to a great variety of final products through which students displayed their learning; all participating schools encouraged public exhibitions of students' work. These products (some of which are listed in the box at the end of this section) foster tremendous pride on the part of students, parents, and teachers. One teacher said:

> *The generation books will be something the parents will save forever! The children continued their excitement about their work and learning for two and a half months!*
>
> [Elementary teacher]

Planning Expeditions

School-based planning is a vital part of expeditions, and teachers overwhelmingly emphasized the necessity of such planning time and collaborating with colleagues as being essential to their effectiveness in developing expeditions. The planning took different forms in participating schools. For example, in one there were daily planning times for teachers and a committee, which included the principal and other staff, to assist with planning. In some schools, regular time was set aside for grade-level planning, as well as three days set aside for planning new expeditions or revising and improving already developed expeditions. In one school, teachers were freed one afternoon a week through a change in the school schedule, resulting in an early dismissal for students to participate in after-school activities coordinated by the Department of Parks and Recreation. These grade-level and schoolwide planning meetings were often facilitated by ELOB consultants.

THE IMPORTANCE OF PLANNING

Many teachers emphasized the importance of planning in helping them develop effective learning expeditions.

If we did not have our planning-sessions, some great ideas and projects would never happen. When a group of educators get together to work on an expedition, anything is possible.

[Middle-grades teacher]

We spend a lot more time talking to one another when we undertake an expedition. We share ideas, materials and resources. We reflect together and refine our teaching. Often children in different classrooms end up working together as a result of expeditions.

[Elementary teacher]

First and foremost, the ELOB planning days this school year have benefitted my teaching greatly. Time to collaborate, plan and prepare enhances what goes on in the classroom.

[High school teacher]

If we did not have these planning sessions we could not carry out this approach. These planning sessions are CRITICAL!

[Elementary teacher]

While participation in such development activities as the Treaty of New Echota Summit certainly had a profound impact on our Native American expedition, I would have to say that the planning days spent with the other fifth-grade teachers had perhaps the most significant impact on my teaching overall. These days spent away from the classroom and school discussing our teaching methodology, reflecting on recent classroom events, sharing successes and failures and planning for future expeditions were invaluable in terms of alleviating the isolation of the classroom and actually improving my teaching.

[Elementary teacher]

A Portfolio Culture

ELOB fostered a focus on assessment in all participating schools. In particular, it helped teachers use portfolios of student work as a way to assess what they had learned. The use of portfolios encouraged students to revise their work as a regular feature of their learning; it also fostered an ongoing dialogue and reflection on the part of students and teachers about what students were learning as well as about the qualities of their work.

Many teachers involved parents and members of the community in the review of portfolios, often at parent-teacher conferences. One school developed standards for K-12 learning in the core academic areas and rubrics to assess student work in writing and mathematics. In 1995, all students in this school submitted final math and writing portfolios, which were assessed by a committee that included an outside reviewer.

EXPEDITION PRODUCTS

journals, reports, models, essays, stories, seminars, children's books, maps, field guides to pond and marine life, plays, "big books, autobiographies, dramatic skits, science fair projects, reports, charts of life cycles, tree journals, story boards, study guides, magazines, rock and mineral collections, projects on violence prevention, construction of the Mayflower, formal proposals, "memories" luncheon, class quilt, time-lines of ancestors, weaving, oral reports, day trip with Conestoga wagons, display at Wellness fair, letters, weather books, legends and myths, masks, metric stick, picnic tables, diorama, talent show, T-shirts, bread and butter, self-portraits, posters, rocket launch, archeological dig, scrapbook, drawings, rocket models, Indian artifacts, persuasive letters, patchwork pillows, travel brochure, newspapers of the past, architectural drawings, kites, reading logs, debates, woodworking projects, murals, mobiles, lobster bean bags, fundraising activities, blueprints, photographs, video, silk screenings, horticultural display, fashion show, plan for park, surveys of school staff, Thanksgiving dinner, family trees

THE ELOB EVALUATION

The evaluation was conducted by the School and Community Services department of the Academy for Educational Development (AED), a nonprofit educational evaluation and technical assistance organization. Our evaluation sought to determine how ELOB was implemented at participating schools, how schools changed as a result of ELOB, and how students fared in these schools. The issues addressed in our evaluation are contained in the box below. To address these issues, we used a combination of quantitative and qualitative methods, including surveys of teachers and students, interviews of school and district staff, student focus groups, site visits, review of school documents, ethnographic research in five schools, and case studies of 29 participating students.

- **Student achievement in ELOB schools between 1993 and 1995**: Using baseline data for individual students from 1992-93, AED used a cohort analysis to determine students' achievement in ELOB schools, as measured by traditional indicators and, when possible, by new forms of authentic assessment developed in this project.

- **Impact on teachers**: What was the impact of ELOB professional development on teachers in terms of curriculum, methods of instruction, and assessment? What were the challenges teachers perceived in implementing ELOB and the types of assistance they needed and received?

- **Impact on administrators**: How did administrators in ELOB schools perceive the benefits of ELOB for students, professional development for themselves and teachers, the challenges of implementing ELOB in their schools, and the type of assistance they received in addressing these challenges?

- **Intensity and nature of implementation of ELOB design principles and components in different schools**: How were ELOB design principles and components implemented in different schools? What were the differences among new, transformed, and phased-in schools in implementing ELOB principles and components?

- **Parent Involvement**: What was the nature and extent of parent involvement in ELOB schools? Which groups of parents were involved and in what types of activities? How did parents perceive the effects of ELOB education on their children?

- **Impact on School Climate**: What was the impact of the implementation of ELOB principles and components on school climate in transformed and phased-in schools? How did students, teachers, and parents perceive school climate in all ELOB schools?

Our evaluation drew on certain theoretical perspectives and research findings on school change, professional development, leadership, and engagement of students in learning. The changes proposed by ELOB involve what Larry Cuban calls second-order changes, those which "seek to alter the fundamental ways in which organizations are put together, including goals, structures, and roles." This is in contrast to changes that may improve efficiency or effectiveness of what is currently being done but which do not disturb the "basic organization features," and do not "substantially alter the way that children and adults perform their roles."[5] To be institutionalized, second-order changes depend on the support and involvement of all constituencies—no single constituency can affect the change alone. These constituencies include district staff and school administrators, teachers, students, parents, community members and organizations, and, when relevant, government agencies.[6] Although all these constituencies must be involved to produce fundamental school change, it is ultimately teachers' subjective realities which must change—beliefs, attitudes, and finally behaviors: "Educational change depends on what teachers do and think—it's as simple and as complex as that. It would be so easy if we could legislate changes in thinking."[7] The AED evaluation considered all these aspects of change and the perspectives of the various ELOB constituencies on the nature and extent of change.

Evaluation Findings

The following section of this report presents a summary of our findings about the implementation of ELOB in participating schools (specifically how ELOB was implemented differently in participating schools); the major changes in teaching, relationships, and organization in ELOB schools; and student outcomes (changes in student engagement in learning and school membership; how case-study students fared in ELOB schools; and student status and achievement data).

How ELOB Was Implemented in Different Schools

As stated in the introduction to this report, participating schools implemented ELOB principles and components in different ways. Some "transformed" and became ELOB schools totally; others "phased in" ELOB designs and principles in selected classes or houses over two years; and two new schools were specifically created as part of the ELOB project.

Findings from the three years of the evaluation indicated that those schools that transformed into centers of expeditionary learning rather than phasing in the approaches in selected grades made the greatest schoolwide changes; this was supported by districtwide support for teacher development; pervasive teacher collaboration in developing new approaches to curriculum and teaching; and sustained leadership for change on the school and district levels.

- **Transformed schools were able to implement the most pervasive changes in the schools.** All teachers participated in initial professional development experiences; these opportunities continued over the two-year implementation period and included districtwide and schoolwide planning periods for teachers. These schools did experience some obstacles to maintaining implementation momentum in the second year among some teachers who felt that it was more important to consolidate and refine what was developed in the first year, rather than continue to introduce changes such as multi-year teaching.

- **New schools faced the greatest challenges in implementing ELOB principles and components** because of the competing demands made on them in creating every aspect of their schools, finding adequate space, and meeting the demands of parents, school partners, and sending districts. Nevertheless, both schools hired a very committed staff who demonstrated creativity and flexibility in developing expeditions and incorporating

ELOB principles into their school mission and teaching practice.

- **Phased-in schools had the most uneven implementation.** In two schools, all teachers participated in the second year, and there was schoolwide support for ELOB and collaboration of teachers across grades and within grades. In two schools, there were pockets of resistance to introducing ELOB and less widespread implementation of ELOB. In one school, the teachers were not required, although they were encouraged, to organize curriculum around expeditions and collaborate with other teachers in designing them.

Changes in Teaching, Relationships and Organization in ELOB schools

Teachers spoke positively of the changes in their teaching as a result of ELOB. The major changes in these areas are summarized below.

- **Surveyed teachers cited the following areas as ones in which they changed the most as a result of being part of the ELOB initiative.**[8] Seventy-five percent or more of teachers felt that they changed a great deal in these areas: collaborating with other teachers; thinking up front about content and skills outcomes in designing expeditions; developing clear criteria for assessing student work; having students redo work in multiple drafts; and using resources outside the classroom in developing and implementing expeditions.

- **The use of portfolios was extensive in most schools.** Most teachers (81 percent) surveyed in 1994-95 used portfolio assessment in their classes. Forty-eight percent believed that portfolio assessment helped them to assess student progress and evaluate students holistically; 31 percent cited changes in teaching, such as being more responsive to student learning needs, becoming a better facilitator of students' learning, and organizing teaching around outcomes.

- **Collaboration was enhanced in all schools.** Among the changes in this area cited most frequently by teachers was collaboration among teachers in designing expeditions, which in turn fostered discussions of every aspect of teaching and learning.

- **Principals also participated in professional development activities that helped them reconfigure their own roles as leaders**—especially their role in supporting teachers as curriculum designers. Principals helped teachers obtain resources for expeditions and supported flexible schedules and time for planning during the day—a critical aspect of support for teachers who were constantly involved in planning expeditions. Several principals also played a critical role in developing new approaches to teaching and assessment; one developed methods for assessing the effectiveness of expeditions through a peer-review process.

- **Various organizational changes supported the implementation of ELOB in participating schools.** These included flexibility in scheduling to accommodate expeditions; planning time for teachers during the day; and the introduction of multi-year teaching in two elementary schools and one middle school with teachers willing to participate. One elementary school had already implemented multi-year teaching before the introduction of ELOB and strengthened this practice through the project.

- **There was increased parental involvement in ELOB schools.** Parents participated in schools in greater numbers than they had before the introduction of ELOB—particularly in classroom activities related to expeditions and student exhibitions and performances. In some schools, parent conferences were structured around a review of student portfolios, a process viewed positively by parents. In one new school, parents were a part of the school's

governance structure. Schools also improved their communication with parents about curricular goals and content.

- **There was considerable outreach to the community in ELOB schools**. This occurred primarily because of the positive relationship to the community established through expeditions, which included a study of the community, service projects in communities, and the use of community experts and resources in expeditions. In addition, the new schools were linked from their inception with community partners who were advisory to the school and also contributed to one of the new school's curriculum and resources.

The box on the next page summarizes the major aspects of change that ELOB schools implemented during the second year of the project (1994-95). Changes were influenced by a school's professional development experiences and its prior philosophy and reform agenda, as well as by the nature and level of district, parent and community support. Not all changes were made to the same extent in all schools.

The appendix contains three diagrams that illustrate the challenges to and opportunities for change in new, transformed, and phased-in schools. The highlighted areas are those in which schools made the greatest changes; non-highlighted areas indicate either that these conditions prevailed prior to the ELOB initiative or that little change occurred between the first and second year of implementing the design in this respect.

MAJOR ASPECTS OF CHANGE IN THE SECOND YEAR OF ELOB

Teaching

1. Confidence and comfort on the part of teachers in designing and implementing expeditions that incorporate design principles, are interdisciplinary in nature, and integrate field experiences, outside resources, and community service into the fabric of the expedition

2. Increased focus on creating authentic forms of assessment to assess student learning and related discussions of standards and what constitutes quality work at various grade levels

3. Increased focus on developing students' capacity to ask questions and to be led by curiosity and systematic inquiry into constructing knowledge, thereby becoming more responsible for their own learning

4. Increased focus on addressing the learning needs of all students in heterogeneously grouped classrooms

Organization

1. Scheduling that allowed substantial blocks of time for expeditions and teacher planning, and improved use of planning time by teachers

2. Administrative follow-through so that teachers felt supported in the design and implementation of expeditions

3. The implementation of multi-year teaching to promote continuity in teaching and relationships among teachers, students, and parents

Relationships

1. Increased collaboration among teachers, especially within a grade level, in designing or refining expeditions and discussing teaching and learning, and increased communication among teachers across grade levels regarding teaching and learning

2. School leadership that provided teachers with time for planning, assisted with obtaining resources for implementing expeditions, and focused on critical issues in teaching and assessment that were central for improving teaching in the school

3. Increased bonding between students and staff and an emphasis on helping all students feel part of a diverse, humane, and caring community

4. Increased communication with parents regarding their children's education and development; increased involvement of parents in their children's education through volunteering in classrooms as assistants, resources, and experts, as well as participation in teacher-parent conferences and special events; and increased parent input into substantial school issues

Student Outcomes

Evaluation findings suggest that ELOB had a positive impact on students. A survey of sixth graders and high school students in all schools with these grades in 1994 and 1995 indicated increased student engagement in learning, bonding with teachers and a pervasive sense of school membership. Students described the personal and social relevance of the curriculum and reported frequent and positive experiences working in groups with their peers, acceptance of diverse points of view in the classroom, learning to work with different types of people, interest in their school work, respect from teachers, respect for diversity among teachers and students in their school—all factors associated with engagement in learning and student perception of membership in their schools. Specifically:

- **Two-thirds of sixth graders and high school students claimed that expeditions helped them learn.** Students said that expeditions helped them learn to solve problems, work with different people, find out ways of getting information that they needed, organize time, make plans, and understand how school work relates to the real world.

- **Three-fifths of sixth graders and two-thirds of high school students reported that they worked in groups always or most of the time and cited the benefits of this:** learning from other students, feeling that they had something to contribute, and feeling comfortable participating in a group.

- **Over half of sixth graders and high school students reported that discovering things on their own was a big part of the way they learned.** Two fifths to 70 percent of sixth and ninth graders reported finding school work interesting and that they had opportunities to pursue their own ideas and interests—all factors associated with student engagement in learning.

- **The majority of students understood the importance of effort in learning.** Four-fifths of sixth graders and 85 percent of high school students felt that how much they learned in the school depended on their own efforts.

- **Feelings of school membership were high among students.** Over half of sixth graders and high school students said that teachers listened to what they had to say always or most of the time. A high proportion of students described themselves as fitting in well in an ELOB school—both factors associated with feelings of membership in the school.

The following summaries of data collected from each school included demographic, attendance, mobility, retention, and standardized test score data for two cohorts of students (1992-95, cohort A and 1994-95, cohort B, as described below).

Student Status and Achievement Data

Student demographics and historical and current-year status and outcome information were collected to describe the ELOB target population and track its progress over time. Demographic information included in these analyses were enrollment statistics for the 1993-94 and 1994-95 school years disaggregated by race/ethnicity, gender, grade, and primary language. Student status information included in these analyses were mobility and year-end status, school program participation (i.e., programs for the bilingual or the gifted), and receipt of services (e.g., Chapter I, special education, free or reduced-price lunch). Student performance measures collected included reading and math standardized achievement results and portfolio assessments, where applicable. Longitudinal analyses of these results have been included in this section where results from several test administrations were available.

AED collected data from two cohorts of students in ELOB classrooms from 1993-95. Data from these two groups were also entered into cohort files and analyzed separately. The first group, cohort A, is comprised of all students

enrolled in ELOB schools during the 1993-94 school year and identified by the schools as having received ELOB instruction during that year. Those students who completed the full 1994-95 school year at the same school—that is, received two years of ELOB instruction—have been included in cohort A analyses. Cohort B is comprised of students who were enrolled in ELOB classrooms for the first time in school year 1994-95. Students in this group are either students who newly entered an ELOB school or who were continuing at the same school in school year 1994-95 but not previously receiving ELOB instruction.

DESCRIPTION OF STUDENT POPULATION

There is tremendous variation among student populations in the 10 schools (the following data are based on enrollments in 10 schools in 1994-95):

- Overall, almost one-fifth (19 percent) of the total student population were **students of color**—the highest proportion was 86 percent and the lowest 4 percent.
- Almost half (47 percent) of the student population were eligible for **reduced-price or free lunch**—three schools had a majority of eligible students (from 68 to 87 percent); three schools had a third of students eligible, and the others had lower percentages of eligible students.
- **Special education** populations ranged from one in five in three schools, one in six in two schools, and one in ten in two schools, and lower percentages in other schools. The two new schools did not have special education programs (although one had special education students), and one school had a full inclusion program at all grade levels.
- **Chapter One** services ranged from two-thirds of students to 7 percent of students.
- Four schools enrolled students who spoke a **language other than English** as their primary language.
- **Attendance** was high in all schools throughout the two years of the initiative: in all elementary and middle schools above 90 percent of all possible days; high school attendance was above 90 percent for students in two schools in 1993-94; it declined in two schools in 1994-95 to 81 percent and 87 percent.
- **Mobility**: With the exception of the alternative school which provided transition services for students who were not succeeding in regular high schools, two-thirds of the students in schools in the five cities were continuously enrolled in ELOB classes from 1993 to 1995.
- **Retention** of students (holding them back) was extremely low in all the schools. All students in seven schools made normal grade progress into the 1994-5 school year.

Student Achievement Test Results in Reading and Mathematics

Standardized test scores varied widely among schools, within schools between grade levels and, in two schools, within grade levels between Cohort A and Cohort B. Nevertheless, a three-year longitudinal analysis of scores from Cohort A students (students continuously enrolled in the schools from 1992 to 19993 and in ELOB classrooms from 1993 to 1994) showed some significant increases in selected schools and grades. Most positive were the increases in scores in three elementary schools among Cohort A students whose scores were documented from grade 4 through grade 6: scores increased in reading in two schools and in mathematics in two schools. In these schools, notable increases occurred in the percentage of students scoring in the top two quartiles and decreases occurred in percentages of students in the bottom quartile. Three other schools also had significant improvements in reading or math scores with decreases of students in the lowest quartile in reading or math.

- From 1993 to 1995, the following grades in selected schools showed significant increases in reading: Grades 5 and 6 (K-8 school); grade 6 (two elementary schools) grade 7 (two middle schools) and grade 8 (one middle school).

- From 1993 to 1995, the following grades in selected schools showed significant increases in mathematics scores: grades 5 and 6 (K-8 school), grade 8 (middle school), grade 6 (two elementary schools). From 1993 to 1995 a decrease in mathematics scores occurred in grade 7 in two middle schools.

The Case-Study Students

Twenty-nine students from five schools were selected by teachers and principals as case-study students. These students were representative of the ethnic/racial distribution in their school, and half were female. Students also represented a range of levels of engagement in academic work. The evaluation found that these students fared extremely well in ELOB schools. Outcomes for case-study students are summarized below.

- **Of the 29 students, the majority could be said to have fared well over the two years of the project**: they progressed in several areas of their school work and felt positively about school, and their parents and teachers felt they were making progress.

- **Students from poor, immigrant, and minority backgrounds fared well in all schools.** Middle school students were especially well served by the ELOB emphasis on group work and cooperation and the attention to social and identity issues that are important to students at this age.

- **The majority of parents were very positive about their children's progress in school**, and in particular about some aspects of the ELOB approach—its emphasis on cooperation and on respecting diversity, and its hands-on approach to learning.

- **Parents and students agreed that the following elements of an ELOB school or classroom were especially valuable to students**: high levels of engagement in learning resulting from the hands-on, experiential nature of learning; multiple venues for learning and demonstrating learning, emphasis on team work, cooperation, and diversity; and a respect for diverse backgrounds and points of view.

Conclusion

In brief, the evaluation found that ELOB is an effective school reform initiative with a positive impact on student outcomes, the quality of teaching, and school climate and relationships. Crucial to its success is the central role that teachers play in designing and implementing expeditions, as well as the provision of high-quality professional development.

What Students Said about ELOB Schools

I like going to an EL school. It's fun and I think it helps me with reading and writing. You wake up and think, "I can't wait to work on our biographies today."

[Third-grade student]

You don't just read things in books like female guppies are green; you go look at guppies or you raise some yourself.

[Third-grade student]

Before I came to school I could not get along with people very well, especially a certain kind of people. . . . At this school, you learn to work with that person and around that person.

[Ninth-grade student]

At other schools they teach you more, and that's all you need. Here you figure it out yourself. Teachers help but you do it yourself.

[Seventh-grade student]

A school where you try to find things out for yourself. The teacher doesn't just tell you.

[Second-grade student]

We just get to do more. I used to go to Nativity and we all worked on the same thing at the same time. Here they let the kids that know stuff go to another group instead of getting stuck doing it over and over.

[Fourth-grade student]

Instead of having students stay in the classroom and teachers telling you what to do, you have choices in how you want to learn.

[Sixth-grade student]

You don't just have 45 minutes to learn about something. You have a longer time to think and work on what you are going to do.

[Seventh-grade student]

A student from this school knows more about their city because they have been out in the community mixing with the people. It's not just learning about buildings. It's about where you live.

[Ninth-grade student]

You own companies or architectural firms and write proposals on building renovations.

[Sixth-grade student]

ENDNOTES

1. ELOB proposal to NASDC, 1992.

2. Ibid.

3. ELOB draws especially on the pedagogical principles developed by Kurt Hahn, OB founder, and the adaptation and practice of these principles in OB Schools and centers in the United States, and on the ideas of Harvard educators Paul Ylvisaker and Eleanor Duckworth.

4. Initially there were 12 participating schools; one middle and one elementary school left the project in the second year.

5. Cuban, Larry. "A Fundamental Puzzle of School Reform." *Phi Delta Kappan,* May 1988.

6. Fullan, Michael. *The New Meaning of Educational Change.* New York: Teachers College Press, 1991.

7. Ibid.

8. In 1994-95, 136 out of 221 full-time teachers responded to the surveys twice in each academic year (136 in fall 1994 and 124 in spring 1995). Non-respondents included teachers in phasing-in school who were not consistently implementing expeditions and recently hired teachers in new schools.

REFERENCES

Cuban, Larry. "A Fundamental Puzzle of School Reform." *Phi Delta Kappan,* May, 1988, pp. 34144.

Cummins, Jim. "Empowering Minority Students: A Framework for Intervention," *Harvard Educational Review,* February, 1986.

Fruchter, Norm, Anne Galletta and J. Lynne White. *New Directions in Parent Involvement,* New York: The Academy for Educational Development, Inc., 1992.

Fullan, Michael. *The New Meaning of Educational Change.* New York: Teachers College Press, 1991.

Fullan, Michael. "Staff Development, Innovation, and Institutional Development," *Changing School Culture Through Staff Development.* Washington, D.C.: Association for Supervision and Curriculum Development, 1990 Yearbook.

Lieberman, Ann, editor. *Schools as Collaborative Cultures. Creating The Future Now.* New York: The Falmer Press, 1990.

Louis, Karen Seashore and Matthew B. Miles. *Improving the Urban High School. What Works and Why.* New York: Teachers College Press, 1990.

Newmann, F. M. 1989. "Student Engagement and High School Reform." *Educational Leadership,* 46(5): 34-36.

Ogbu, J. 1987. "Variability in Minority School Performance: A Problem in Search of an Explanation." *Anthropology and Education Quarterly,* 18(4): 312-334.

Resnick, L. B. 1987. "Learning In School and Out." *Phi Delta Kappan,* 16(9): 13-20.

Wehlage, G. G., Rutter, R.A., Smith, G.A., Lesko, N. and Fernandez, R.R. 1989. *Reducing the risk. Schools as Communities of Support.* New York: Falmer Press.

APPENDICES

- Selected Expeditions 1994-95
- Professional development activities teachers participated in (summer 1994 and spring 1995)
- School change charts
- ELOB School Profiles

SELECTED EXPEDITIONS 1994-95

Title	Grade	Time Period	Description and Guiding Questions	Product
Native Americans	5	5 months	Study of the Native American history and culture. What were the cultures of the Native Americans before the arrival of the Europeans? How did the encounter with Europeans affect Native American life? What are Native American lifestyles today?	Dramatic skits. Reports. Museum.
Pond Life	4	2 months	Learning about pond life through hands-on experiments and reading. What is a pond? What lives in a pond? What relationships do living things have in a pond?	Pond life field guide.
Marine Mammals : Into the Deep Blue Sea	4	4 months	Study of characteristics, behaviors and adaptations of marine mammals. What is a marine mammal? How does a land mammal adapt to the ocean to become a marine mammal?	"New" marine mammals created by students.
Civil Rights	5	2 months	Exploration of the themes of Human Rights, Equality, Justice and Power. What happened in the 1950's-60's to affect our lives now? What are civil rights? What is justice? What is fairness?	Reports. Shadow box, poem, song, and story board.
Making a Difference: Urban Renewal Through Activism	6-8	2 months	Exploration of the socio-political implications of minority groups. Study of community agencies working today in community services. How do the civil rights movement, the abolition of slavery, the migrant workers movement and the women's struggle relate to us today? What is an activist?	Study guide about Harriet Tubman. Magazine of student's view of historical events in the past.
Young Authors	6-8	2 months	School-wide project to create an original work of an autobiography biography, fiction, etc.	Book by each student.
What Does It Mean to Be an Expeditionary Learner?	3-6	5 months	Investigation of the learning principles of ELOB. What kind of learner am I? What are the design principles and what do they mean? What does quality work look like? How is RMSEL unique?	Book on the ELOB design principles.
Destination Dubuque	3-6	2 months	Focus on the history, geography and culture of Dubuque. Why do people journey? What tools and technologies influence journeys? What is Dubuque like? How did it start and become a city?	Reports. Journals. Pen pals.
Transportation: From Here to There	K-1	3 months	Study of transportation in all its forms. How and why do people travel? What kind of work does this vehicle do? What kind of safety is involved with your vehicle?	Student presentations on transportation.
Do You See What I See?	4-5	4 months	Study of pond life and microscopic life. How do you use a microscope? What plants and animals are indigenous? What is the relationship between science, technology and society?	Big book and field guide. Haiku of pond expedition. Mind maps for class novel.
Native Americans	4-5	2 months	Study of cultures of Aztec, Iroquois and Nootka. What are the similarities and differences in Native American culture? What conflicts have N.A. faced and what are they facing today?	Student created N.A. legends. Weaving. Student play, *Cherokee Removal.*

Title	Grade	Time Period	Description and Guiding Questions	Product
Here Today, Gone Tomorrow	3	3 months	Study of endangered and threatened animals. What is the meaning of endangered? Why do species become extinct? Why should we care? What can we do?	Student Reports.
20th Century Issues - African Americans	9-12	9 months	Exploration of the institution of slavery and the slavery resistance movement. How has the culture of the African-American been molded to respond to the control of the white culture? How have African Americans asserted their rights?	Reports.
Recycling	9-12	8 months	Study of recycling, how it works and its importance in preserving the environment. What is recycling? How should one recycle? How does the natural world recycle?	Work with local nature center, diorama and tree plantings.
Taking a Stand: Slavery and the Civil War	6-8	4 months	Study of American social history. What does it mean to take a stand? How did Americans take a stand on slavery in the years leading to the Civil War?	Role plays and reading logs.
Pack Your Trunk	4	1 month	Study of students' cultural heritage. What is an ancestor? Where did your ancestors come from? How are families important to us?	Class quilt. Grandparents Day. Ancestor interviews.
Make the World a Better Place	1-2	3 months	Exploration of how people have made improvements in society. What can one do to make the world a better place? Who has made the world a better place?	Products about people who have contributed to the community.
Looking to the Future	8	2 months	Examination of life after middle school and high school. Where will you be in five years? What is life like in the "real" world?	Applications for college and employment, budgets, car shopping.
Food for Thought	6-8	9 months	Focus on the growth preparation and nutritional value of food. What do you know about the food you eat? Where does what we eat come from? Why do we eat what we eat?	Class play, video, menus, garden.
Down on the Farm	K	3 months	Learning about life on the farm. What types animals live on a farm? What products do they provide?	Incubation of chicken and duck eggs.
Boston Harbor	6-8	2 months	Study of earth science and biology of the small islands around the Boston Harbor. What is the history of Boston Harbor and its islands? What is a beach and what can be found on one? How does pollution affect the harbor?	Science album. Reports. "Eco" board.

Professional development activities teachers participated in (summer 1994 and spring 1995)

Total number of teachers = 136

Activity	Number of teachers participating	
	N	%*
Summer Planning Institute	109	80%
Summits Architecture Treaty of New Echota Rocks, Rivers and Caves	26	19%
Outward Bound Wilderness Expedition	11	8%
Project Adventure Workshops	17	13%
Sharing Days	100	74%
Mini-sabbaticals and other planning days	96	71%
Other	40	29%

*Note: Multiple responses were allowed, therefore percents do not total 100.

New Schools
Implementation: Issues and Changes in Year 2

N=2

New Schools
Challenges/Opportunities

High Visibility

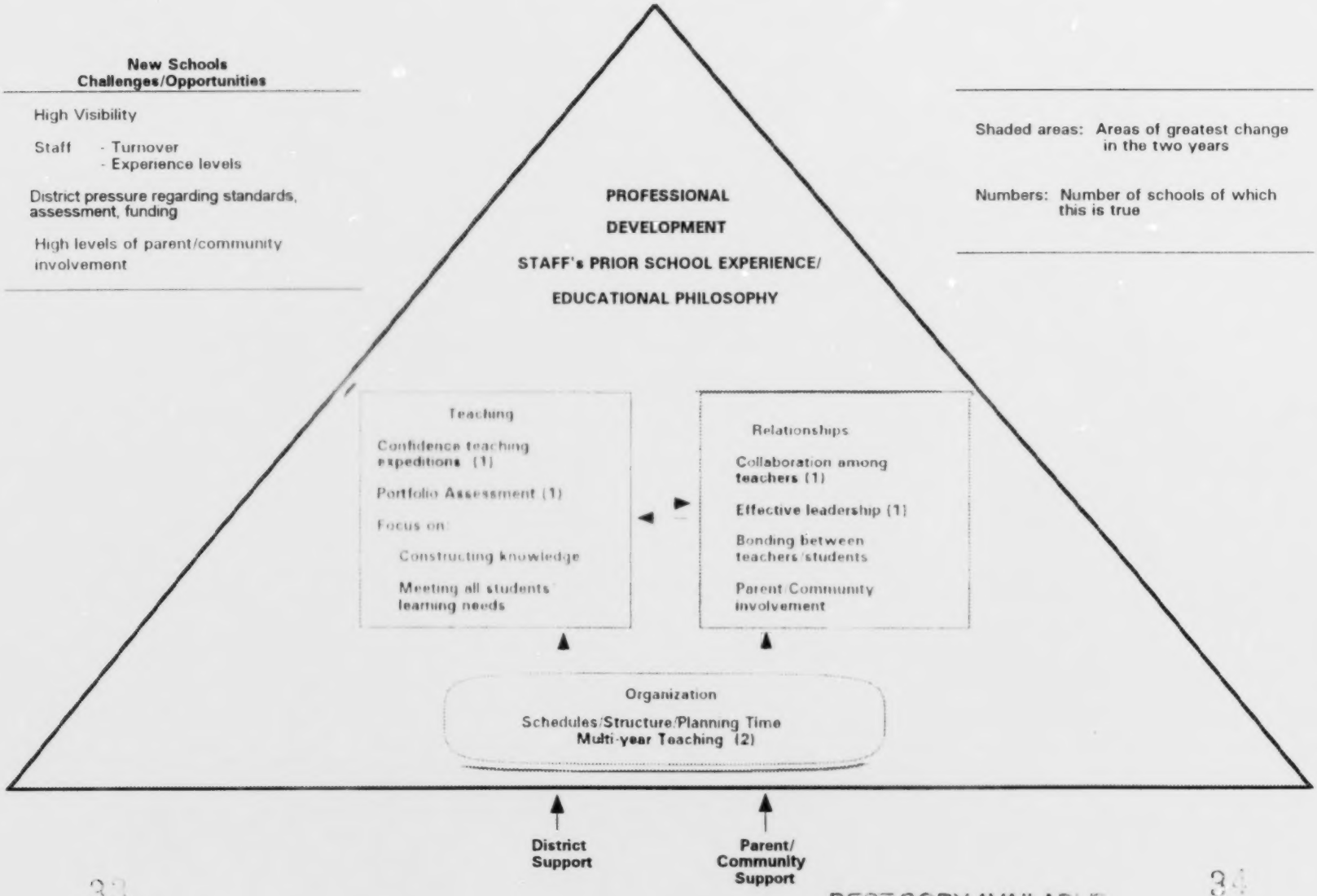
Staff - Turnover
- Experience levels

District pressure regarding standards, assessment, funding

High levels of parent/community involvement

Shaded areas: Areas of greatest change in the two years

Numbers: Number of schools of which this is true



BEST COPY AVAILABLE

Schools that Transformed to ELOB in Year 1: Implementation: Issues and Changes in Year 2

N = 4

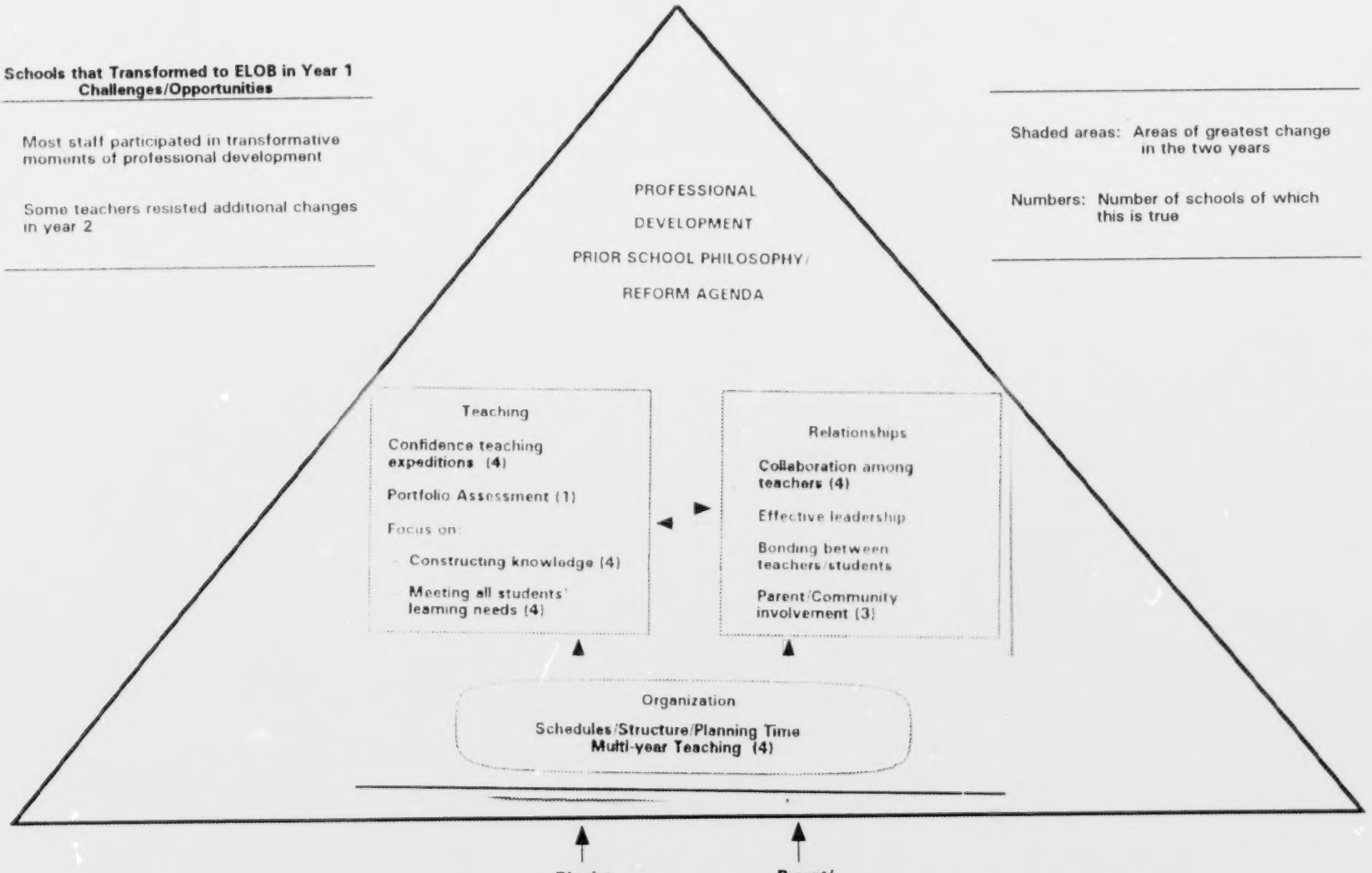
Schools that Transformed to ELOB in Year 1 Challenges/Opportunities

Most staff participated in transformative moments of professional development

Some teachers resisted additional changes in year 2

Shaded areas: Areas of greatest change in the two years

Numbers: Number of schools of which this is true



BEST COPY AVAILABLE

School that Phased in ELOB: Implementation: Issues and Changes in Year 2

N = 4

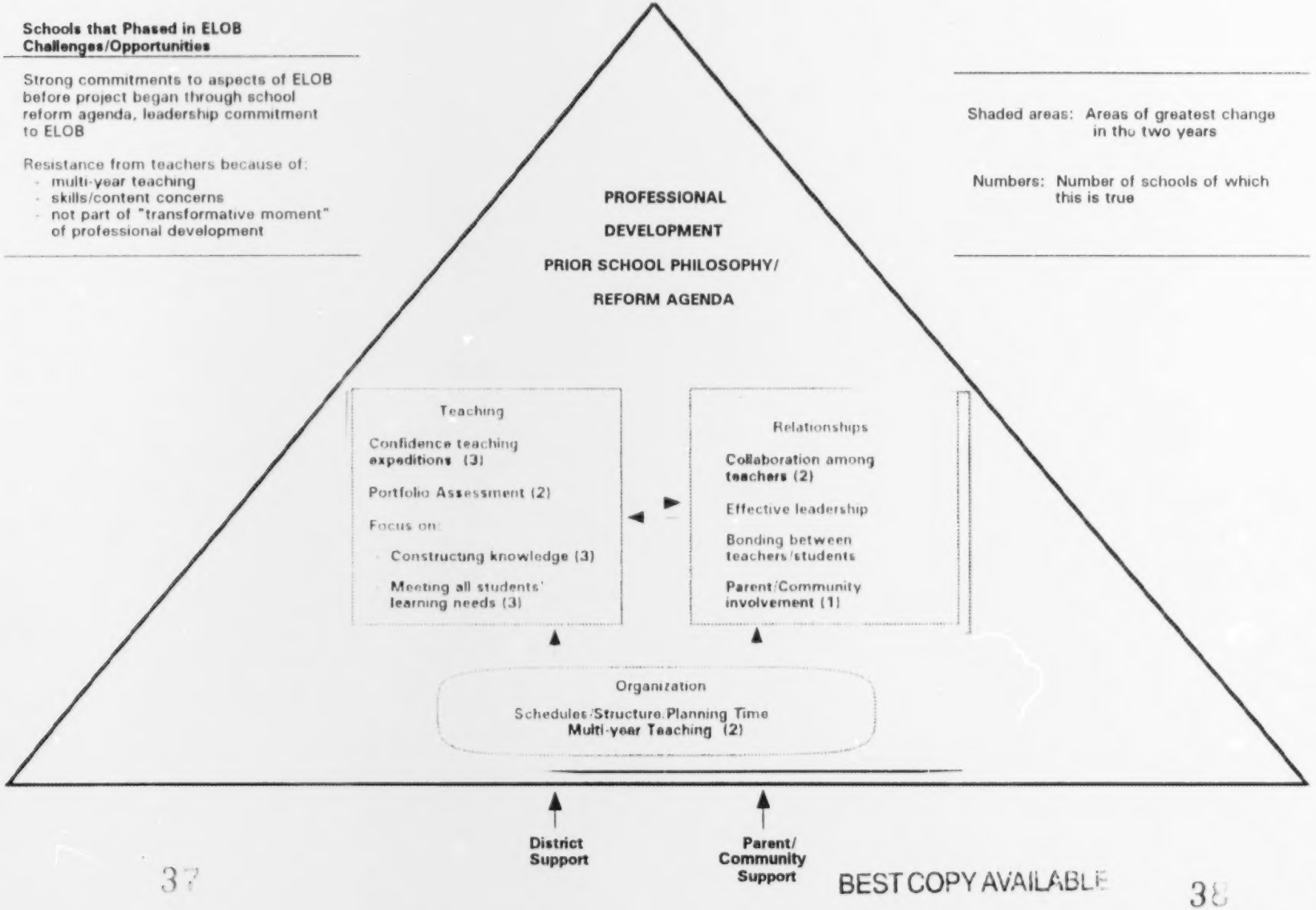
Schools that Phased in ELOB Challenges/Opportunities

Strong commitments to aspects of ELOB before project began through school reform agenda, leadership commitment to ELOB

Resistance from teachers because of:
- multi-year teaching
- skills/content concerns
- not part of "transformative moment" of professional development

Shaded areas: Areas of greatest change in the two years

Numbers: Number of schools of which this is true



BEST COPY AVAILABLE

ELOB SCHOOL PROFILES

Boston

The **Raphael Hernandez School** is a citywide magnet school; it is Boston's only two-way bilingual school and one of the premier two-way bilingual schools in the country. It is a K-8 school located on the border of the Roxbury and Jamaica Plains sections of Boston. As a citywide school, Hernandez draws students from throughout Boston but enrolls an ethnic/linguistic ratio of 50 percent Spanish-speaking Latino/a and 50 percent English-speaking white and African-American students. During the 1994-1995 school year, Hernandez had an enrollment of 370 students: 58 percent Latino/as, 27 percent African-American, and 15 percent white; 63 percent of Hernandez's students qualify for free or reduced-price lunch. Hernandez is an example of a school that phased in ELOB over two years—during the 1993-94 school year by all fourth, fifth and middle school classes, and beginning in 1994-95, by the remaining kindergarten, first-, second-, and third-grade classes. Throughout the elementary school, expeditions were organized across grade levels, so that both classes at each level conducted simultaneous expeditions. Teachers planned together and were accommodated by a change in scheduling that enabled each grade-level team to share planning and development periods. The entire middle school shared a planning and development period one day a week.

Contact: Margarita Muñiz, Principal
Rafael Hernandez School
61 School Street
Roxbury, MA 02119
(617) 635-8187 Fax: 617-635-8190

Denver

The **Rocky Mountain School of Expeditionary Learning (RMSEL)** is a new grades K-12 school created as an ELOB school in 1993. It is a cross-district collaboration among the Cherry Creek, Douglas County, Littleton, and Denver Public School Districts in partnership with the Public Education Coalition (PEC) and Colorado Outward Bound School (COBS). It is located in a former elementary school in southwest Denver. The 1994-95 RMSEL student population included 239 students, 37 percent of whom were minority and 8 percent of whom qualified for free or reduced-price lunch. Students are admitted by lottery, maintaining the racial and ethnic balance of the participating school districts. The school has two governance structures: a Board of Cooperative Services (BOCES), comprised of school board members from each of the four partner school districts, and a school governance council, set up as a school-based management/shared decision-making committee. The BOCES meets monthly and has legal responsibility

for making policy decisions; the governance council, composed of teachers, parents, students, and community representatives, meets biweekly and is responsible for the design and implementation of RMSEL's educational program. The school is structured around three grade-level teams: K-2, 3-6 and 7-10. During 1994-95, expeditions were developed and implemented by these three teams.

Contact: Phil Gonring and Deb Graham, lead teachers
3755 South Magnolia Way
Denver, CO 80237
(303) 759-2076 Fax: 303-756-2193

Dubuque

ELOB was introduced to schools in Dubuque in a somewhat different fashion from that in which it was introduced in other participating school districts. The superintendent of schools was a member of the ELOB design team and proposed ELOB as a major vehicle for restructuring the city's schools. In 1993-94, four schools—three elementary and one alternative high school-volunteered to "transform" themselves into ELOB schools over two years. Because it was an initiative involving several schools, the district was able to offer a major professional development component to ELOB schools. This included "mini-sabbaticals" in which teachers worked with teachers on their grade level across schools. This sharing across schools resulted in an interchange of expeditions among teachers in the four participating schools, especially among the three elementary schools, and in a pairing of high school students for activities with elementary school students. As a result of ELOB, teachers have greatly increased their collaboration in planning curriculum within grades and across grades and schools. Other jointly planned changes include the use of portfolios in assessment and improved outreach to parents concerning their children's learning. The Dubuque ELOB schools are described briefly below.

Table Mound Elementary School is located on the southwestern edge of Dubuque; it is a K-6 school serving a diverse population of students who travel from distant farms and nearby housing developments. Of the 530 students who attended the school during 1994-95, about 30 percent were eligible for free or reduced-price lunch. The school is divided into learning communities; these consist of several grades—K-2, 3-4, and 5-6. In 1994-95 the school introduced multi-year teaching into several grades. Through ELOB it has developed extensive contact with businesses in the community, including a publishing firm, a bank, an architectural firm, a radio station, and the local airport.

Contact: Kris Hall, Principal
Table Mound Elementary School
100 Tower Drive
Dubuque, IA 52003
(319) 588-8354 Fax: 319-588-8421

Bryant Elementary School is located in an affluent community in the heart of Dubuque. During the 1994-1995 school year, it enrolled a student population of a little more than 350; about 3 percent of these students were of color and about 12 percent were eligible for free or reduced-price lunch. In 1994-95, Bryant instituted multi-grade teaming of teachers in consecutive grades (except grade 6); for example, kindergarten and the first grade share an area in the school and participate in jointly planned activities. There is significant teacher planning and collaboration at Bryant, both among teachers across and within grades. Joint planning of expeditions has also occurred with teachers from Central Alternative High School.

Contact: Lesley Stephens, Principal
Bryant Elementary School
1280 Rush Street
Dubuque, IA 52003
(319) 588-8312 Fax: 319-5888441

Lincoln Elementary School is located in a lower-middle class neighborhood in the center of Dubuque. The school serves approximately 430 students. Nearly 95 percent of the students are white, with the rest representing a variety of minorities; 40 percent of students are eligible for free or reduced-price lunch. Its student population consists of students from both low- and middle-income homes. In 1994-95, the school introduced multi-year teaching in several grades and plans to continue to phase this in in other grades.

Contact: Deborah Otto, Principal
Lincoln Elementary School
1101 W. Fifth Street
Dubuque, IA 52001
(319) 588-8338 Fax: 319-588-8446

Central Alternative High School is a small, alternative high school designed to provide support and guidance to students who are at risk of dropping out or who have dropped out of Dubuque's comprehensive high school. In 1994-95, it enrolled approximately 160 students. Of these students, seven were of color, and 56 were eligible for free or reduced-price lunch; over 20 percent of students were

classified with learning disabilities or behavior disorders. As a result of implementing ELOB, Central Alternative has been transformed from a school seen as a program for dropouts to a school with an interesting experiential curriculum and innovative approaches to teacher collaboration, team-teaching, and authentic assessment. One of the most significant changes this year has been the introduction of student portfolios. They contain student records, health surveys, writing samples, reports, reading logs, personal evaluations, and scoring rubrics. Portfolios also play a central role in parent-teacher-student conferences as documents of student work and progress.

Contact: David Olson, Principal
Central Alternative High School
39 Bluff Street
Dubuque, IA 52001
(319) 588-8395 Fax: 319-588-8450

New York

The **School for the Physical City: An Expeditionary Learning Center (SPCELC)** is a new school established as an ELOB school in 1993-94. It is also a New Visions school* and has three instituitonal partners: the Infrastructure Institute at Cooper Union for the Advancement of Science and the Arts, the New York Mission Society, and New York City Outward Bound Center (NYCOBC)—all of which are members of the school's advisory council and support the school in a variety of ways. (The advisory committee also has representatives from Community School District 2 and the Division of High School and Office of Alternative Schools and Programs.) The school is a grades 6-12 school and currently has grades 6-11. In 1994-95, it enrolled 149 students. Over two-thirds were students of color (African Americans, Latino/as, Asian Americans), and one-third received free or reduced-price lunch.) In September 1995, the school moved into a newly renovated, five-story, $5.3 million state-of-the-art space. The architectural design reflects the theme of the school and the influence of the Infrastructure Institute: all the pipes and other structural elements are painted in bright colors to reveal the structural elements in the building, and a 1930s' manhole cover in the lobby is a reminder of the history of the community where the school is located. The new gym is equipped with a ropes course reflecting the partnership with New York City's Outward Bound Center. Expeditions planned in the school reflect the input of NYCOBC, the Infrastructure Institute, Cooper Union faculty, and students.

---

*There are 50 New Visions schools in New York City; New Visions schools, supported by funds from the Aaron Diamond Foundation, are small schools formed by community partnerships to create an active learning environment addressing the needs of a diverse, heterogeneous-grouped student body.

Contact: Mark Weiss, Principal
School for the Physical City
55 East 25th Street
New York, NY 10010
(212) 683-7440 Fax: 212-683-7338

Portland

Jack Elementary School overlooks the Casco Bay in Portland, Maine. Jack is located in Munjoy Hill, a very poor community with a high rate of transience among families and students. By the end of the 1994-95 school year, the student population was 365: 87 percent of students were white, with the remaining 13 percent divided among African Americans, Asian Americans, Latino/as, and Native Americans; 86 percent were eligible for free or reduced-price lunch. Prior to ELOB, Jack was experimenting with innovative strategies, including multi-year teaching. ELOB was phased in at Jack over two years: it was piloted by fourth- and fifth-grade teachers in the beginning of the 1993-1994 school year; later in the year, other teachers implemented expeditions, and 1994-95 began with expeditions in all classrooms. Jack has close connections to the community it serves. In 1990, the school established a family center to bring family and community members into the school. The center was enhanced through ELOB and has become a vital hub of activity within the school. As a gathering place for close to one-third of the school's parents, the center provides activities including support groups, GED tutoring, and speakers. Many expeditions undertaken at Jack are community-based and end with community projects—such as an historic guide to the Munjoy Hill community.

Contact: Myrt Collins, Principal
Jack Elementary School
414 E. Promenade
Portland, ME 04101
(207) 874-8185 Fax: 207-874-8280

King Middle School is located in the center of Portland, Maine. In 1994-95, the school had 520 students from diverse socioeconomic backgrounds: over 65 percent of students received free or reduced-price lunch. The school also enrolls many newly arrived immigrants from such countries as Somalia and Cambodia. Prior to ELOB, the school was organized into six houses and was experimenting with interdisciplinary teaching and curricula. ELOB was phased into some houses in 1993-94. In 1994-95, the six houses were consolidated into two "vertical" houses—students now enter a particular house at the beginning of grade 6 and stay with the same group of students through grades 7 and 8. ELOB has been

phased into both houses. This year teachers also arranged to work in teams–two teams per grade within each house. Like Jack, King had establishes relationships with the community in which it is located. The school has partnerships with a law firm, an engineering company, and a publishing company, and has many other contacts with local businesses, such as supermarkets and retail stores. Many expeditions undertaken in the school are community-focused—such as the expedition that culminated in the design of a new aquarium for the city.

Contact: Michael McCarthy, Principal
King Middle School
92 Deering Avenue
Portland, ME 04102
207-874-8140 Fax: 207-874-8290

Portland Arts and Technology High School serves about 630 students from 18 different "sending" high schools located in and around the city. The center is housed in a large, spacious facility situated on 40 acres of forest and grassland. Twenty-two career-oriented fields of study are offered, ranging from automotive technology to fashion design. Students attend school either during the morning or afternoon, and take regular academic courses at their sending high school. The majority of the students are white, and many come from low-income families. Most students attend during their junior and senior years. ELOB was phased into the school, with the focus on a class of ninth and tenth graders established especially for ELOB. Expeditions are often "vocational" in nature with a strong emphasis on helping students develop higher order skills. For example, in one expedition, students, after consulting with local officials, designed a park for land surrounding the school. Students conducted a neighborhood survey about the park and produced professional-quality scale models of the park.

Contact: Cal Chaplin, Principal
Portland Arts and Technology High School
196 Allen Avenue
Portland, ME 04103
(207) 874-8165 Fax: 207-874-8170

The **Academy for Educational Development** (AED), founded in 1961, is an independent, nonprofit organization committed to addressing human development and educational needs in the United States and throughout the world. Under contracts and grants, AED operates programs in collaboration with nongovernmental and governmental agencies, community-based organizations, and schools, colleges, and universities. With its partners, AED helps organizations and individuals meet today's social, economic, and environmental challenges through education and human resource development; applies state-of-the-art techniques in education, training, research, technology, management, behavioral analysis, and social marketing to solving problems; and helps improve knowledge and skills throughout the world as the most effective means for stimulating growth, reducing poverty, and promoting democratic and humanitarian ideals.

AED's **School and Community Services** department has a strong commitment to excellence and equity in education and to developing links between schools and community-based organizations to increase educational and employment opportunities for youth across the United States. We work with school systems, community organizations, and foundations and other funding agencies on programs addressing critical educational issues: educational reform; adolescent pregnancy and parenting; HIV/AIDS education and prevention; middle-grades education; equity; youth employment preparation and school-to-work transition; and family involvement in education. We design, implement, and evaluate model educational and youth employment programs; provide technical assistance to schools and school districts; and disseminate information on issues relevant to youth through conferences, seminars, and publications. School and Community Services has worked collaboratively with schools and school districts, community-based organizations, and government agencies in 90 cities and 37 states.

AED's School and Community Services department is located both in AED's Washington office and in its New York City office. For more information about the work of AED's School and Community Services department, call Patrick Montesano or Alexandra Weinbaum, co-executive directors, 212-243-1110, or Raphael Valdivieso, vice president and director, 202-884-8727.

AED

Academy for Educational Development

100 Fifth Avenue • New York, NY 10011 • (212) 243-1110

AED

Academy for Educational Development

Principal Offices:

1875 Connecticut Avenue, NW
Washington, D.C. 20009-1202
Tel: (202) 884-8000
Fax: (202) 884-8400
Internet: ADMINDC@AED.ORG

1255 23rd Street, NW
Washington, D.C. 20037
Tel: (202) 884-8700
Fax: (202) 884-8701
Internet: ADMINDC@AED.ORG

100 Fifth Avenue
New York, NY 10011
Tel: (212) 243-1110
Fax: (212) 627-0407
Internet: ADMINNY@AED.ORG